

Special Education Improvement Planning

2015 AdvancED Conference

Sept. 30th, Oct. 1st



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

New Accreditation Requirement

Each Public School

- CIP Goal specific to instructing and providing supports to SWD- before end of January, 2016
 - Goal- Responsibility of Special Education Unit
 - New Planning Model

Focus

- ▶ Students with:
 - ▶ Behavioral Needs
 - ▶ Social/Emotional Needs
 - ▶ Social Communication Needs
 - ▶ Mental Health Needs

Why These Students?

- ED- Largest Gaps in Graduation Rates
- ED- Largest Gaps in Drop Out Rates
- 25+% of SWD
 - Large effect on Achievement Proficiency of SWD
- Over 50% of Adjudicated Youth
- Interest by ND Education and Public Agencies

Why Continuous Improvement Planning?

- Effective Evidence Based Strategy-
 - Effective Schools Research, Restructuring, Program Improvement
- Present ND Strategy for Program Improvement through Accreditation, Schoolwide/Title programs



Why Continuous Improvement Planning?

- ▶ Accountability-
 - ▶ Accreditation/Quality Assurance- All Administrative Levels
- ▶ Directors' Survey-
 - ▶ Little/No Involvement
 - ▶ Need is there
 - ▶ Willingness to Conduct Process

Authority

- ▶ **15.1-06-06- Schools- Approval of Public Schools**
 - ▶ School participates in & meets requirements of review process approved by the Supt.
- ▶ **15.1-02-11- Supt. of Public Instruction**
 - ▶ ... rules governing Accreditation of schools.
- ▶ **IDEA General Supervision Requirements**
 - ▶ Procedural Compliance
 - ▶ Program Improvement- Results Driven Accountability

Special Ed. Planning Model

- ▶ Aligns with AdvancED Model- Standards, Indicators, Performance Rubrics
- ▶ Focus- **Effective Instruction & Supports**
 - ▶ AdvancED Indicators:
 - ▶ 3.3- Student Engagement
 - ▶ 3.12- Learning Support Services
 - ▶ 4.6- Supports to Meet Unique Needs of Student Population

Now-January, 2016

1. Process Facilitator

2. Leadership Team

- Conduct Needs Assessment**
- Set Goals**
- Disseminate Summary & Goals**

Initial Year- Needs Assessment

▶ Elementary & Middle Schools

- ▶ **Survey-** Classroom teachers- Planning & Use of Multiple Means to Engage these Students

AND

- ▶ **File Review-** Self-Regulation Skills included in IEPs

▶ High Schools

- ▶ **File Review-** Functional Behavior Assessment drives Behavioral Planning

OR

- ▶ **Admin. Survey-** Inclusion of behavior, social/emotional measures in Early Warning Systems

Leadership Team Sends Each School:

- ❑ **Special Ed. Written Summary**
- ❑ **Organizational Goal- AdvancED format**
 - ▶ **Goal/Objective, Strategy, Activity**

NDDPI Funds to Support:

- ▶ Initial Planning Process
- ▶ Tech. Assistance
- ▶ Professional Development
 1. Student Engagement
 2. Self-Regulation Skills
 3. Funct. Beh. Ass. directs Beh. Planning
 4. Early Warning Systems

Planning Toolkit

DPI Website- www.nd.gov/dpi

- *Administrators or Educators Tab

- *Special Education

- *Special Education Improvement Planning

- ▶Planning Guide

- ▶Planning Checklist

- ▶File Review Checklist

- ▶Surveys

- ▶PowerPoints

AdvancED External Reviews

- ▶ **Before January 31, 2016**
 - ▶ No Expectation of Goals
- ▶ **After January 31, 2016**
 - ▶ Expectation of Goals
- ▶ **Next Accreditation Cycle**
 - ▶ All Schools- Summary, Goals, Updates

More Information

- ▶ Local Special Education Unit Director
- ▶ NDDPI Website, Special Education
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